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AUTHOR Akin, James P.
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ABSTRACT

This paper summarizes the steps taken during the 1985-1986 school year to improve performance by Black students on standardized tests in the Alexandria City (Virginia) Public Schools. In spring 1985, the test results for Blacks were lower than for Hispanics, Whites, and Asians. During the summer of 1985 a plan was devised to improve minority achievement. Principals and other administrators were trained to institute special programs for the fall. Some of the programs were the following: (1) a writing and reading program for kindergarten and grade one; (2) instructional aides for grade one; (3) language experience and manipulative math programs for elementary students; (4) study skills courses for grades six and ten; and (5) parent education programs. In 1986 the scores for Blacks showed some improvement in all but two grades, but there was statistical evidence that the rise in scores was not attributable to the programs. Of continuing concern is the widening gap between scores of Blacks and those of other students. Future plans include computerizing the test score data and a required course in test-taking. Statistical data are presented in tables and charts. (VM)

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IMPROVING MINORITY PERFORMANCE ON STANDARDIZED TESTS

Dr. James P. Akin

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ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

IMPROVING MINORITY PERFORMANCE ON STANDARDIZED TESTS

by Dr. James P. Akin

INTRODUCTION

This paper will briefly summarize the steps that were taken during 1985-86 to accomplish the Alexandria School Board's goal of improving performance by Black students on standardized tests. Although the work of the Minority Task Force has contributed to this report, it is not my intent to comment on other aspects of that group's interests in improving minority achievement such as increasing the percentage of Black students in advanced courses, extracurricular activities, gifted and talented classes, etc.

Standardized tests are important to school systems, because they provide a somewhat objective means of measuring the performance of students, teachers, grade levels, schools, and school divisions in attaining basic skills in reading, language arts, and mathematics. Standardized tests do not purport to measure attitudes, motivation, or some of the higher cognitive skills. The ability to perform well on standardized tests is, moreover, a skill in itself well worth developing in every student, since such tests are often used as criteria for admission to higher education and jobs.

Standardized tests are referenced to national samples to which students tested are compared. Even when adjusted for cultural bias such tests have proven difficult for many Blacks, since the most common testing modes of oral and written communication are the very skills areas in which there may be a mismatch between their language experiences and the language used in tests and schools. This difficulty is compounded, because reading is the primary tool for learning in other curriculum areas such as science, social studies, and literature. The result is an achievement gap between Black and White scores on standardized tests that widens with each year of schooling in the absence of an effective intervention program specifically designed to improve Black achievement.

QUANTIFYING THE BLACK/WHITE ACHIEVEMENT GAP

The 1985 SRA test results for Alexandria showed that Black students in Alexandria scored below Hispanics, Asians, and Whites in grades one through eight and eleven. Except for first graders, however, Black Alexandria elementary students scored close to the national norm in the composite test, a weighted measure of achievement in reading, math, and language arts. Black students in grades two through six scored between the 47th and 56th percentiles. Black first graders scored at the 38th percentile. Black secondary students scored lower -- seventh graders at the 45th percentile, eighth graders at the 39th percentile, and eleventh graders at the 27th percentile.

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A comparison of 1986 SRA scores for Alexandria, Arlington, and Fairfax County by racial/ethnic groups (Table #1) shows that problems with minority underachievement (particularly Black underachievement) continue throughout the school divisions of Northern Virginia. Measuring the gap and releasing the data in 1985 was an important first step towards improving minority achievement on standardized tests, but developing a program to help solve this problem has proven more difficult.

GOALS FOR IMPROVING MINORITY ACHIEVEMENT

During the summer of 1985 the School Board decided that one of its goals for the 1985-86 school year would be to improve minority achievement. Principals and other administrators were trained in August 1985 workshops to make minority achievement improvement plans for each school. A Minority Achievement Task Force was formed which included leaders of the Black community and regional organizations.

The Superintendent and staff presented a special plan to the School Board and the City Council (Chart #1) to improve minority achievement (especially for Blacks) which included the following:

1. IBM's Writing to Read for kindergarten and grade one in two schools with low reading scores for minority students

2. Supplementary grade one instructional aides at selected schools

3. Language-experience and manipulative math summer programs for elementary students

4. Study skills courses for grades six and ten

5. Parent education program designed to show minority parents how they can help their children succeed in school

SCHOOL PLANS FOR IMPROVING MINORITY ACHIEVEMENT

In addition to division programs each school developed its own minority achievement plan. The methods used to improve minority achievement can be described in twenty-one categories (Table #2). Although many schools were successful in raising Black standardized test scores, the correlations between the number of methods used and the results obtained were not significant. An evaluation of which methods were most effective was very difficult, since some methods such as teaching test-taking skills were common to most Alexandria schools.

MEASURING RESULTS

The 1986 SRA test results (Chart #2) show that composite scores for Blacks in all but two grades (four and eight) did improve over the same grades for 1985. These results, however, could be accounted for partially by group differences, since same grade comparisons (although commonly used in press releases) really are not the same students.

In order to get a better idea about gains and losses for the same group of students and overcome the problem of performing arithmetic operations on percentiles from two different grades, all 1985 and 1986 summary SRA scores in normal curve equivalents (NCE) were entered into a computerized file that permitted calculation of gains and losses by arrays. NCEs (Chart #3) unlike percentiles have equal intervals and can be averaged and aggregated. Although one NCE does equal one percentile on the average, this is not true for scores that are high or low. Still there is error in such calculations, since groups would still not be the same due to entries, withdrawals, and retentions. The gains and losses (Table#3) for each grade on the SRA composite score by ethnic/racial group are useful for setting targets. Gains for Blacks are greatest in the lower and intermediate grades, while losses begin to occur at grade seven.

At the same time gains and losses in NCE for each cohort were calculated by grade by school for elementary schools in order to provide a rough idea of each school's success with their school-based minority achievement programs (Tables#4-9). Caution must be used in interpreting gains and losses for Blacks at the school level, since a transfer of just a few students in small schools like George Mason can drastically change average scores from year to year.

Another question that needed to be answered in measuring minority achievement was how minority scores are distributed. This is important to determine which group within the minority population should receive which program. Frequency distributions were available only for averaged scores and had to be obtained through customized scoring for each ethnic group. Black and White scores were distributed in such a way that two very different populations can be easily seen (Charts #4-9). The percentage of students at the 50th percentile or above for White and Black SRA composite scores further demonstrates the differences in achievement patterns for these groups (Table#10). The distribution of White and Black scores on standardized tests of basic skills is the "Alexandria Dilemma" -- how to continue to provide programs to meet the needs of all students even when such achievement differences exist.

CLOSING THE GAP

Although the immediate target for improving Black achievement in Alexandria Schools has been to get each Black student's scores on standardized tests at the 50th percentile or above, closing the gap between Black and White scores is becoming a concern. It was generally agreed that at least five years would be required to make substantial progress towards this goal. While 1985-86 gains for Black students on the SRA composite for grades one to two were an impressive ten NCEs, other grade levels showed gains from seven to one. At grades three to four and again at grades seven to eight NCE losses of three to four were observed. On the average over grades one through eight the group gains for Black students gains were 3.4 NCE.

At this rate the gap will not be closed in five years. In order to stimulate discussion of a reasonable narrowing of the Black and White gap that could be expected during the five-year plan, a much more ambitious plan (Charts#10-14) was designed. Basically this plan calls for calculating the Black and White gap in NCE for the 1986 SRA Composite scores and prorating gains to close the gap for each grade level over the next three years. The strength of this plan lies in its assumption that the gap can be closed, if six to nine NCE gains can be made each year. While such a plan may seem unrealistic and may have to be scaled down when 1986-87 gains are calculated, the basic idea of setting measureable targets for each grade level is sound. A goal that is never quantified has no chance for success. The NCE gains plan substantially answers the question of how we will know when the goal of improving minority performance on standardized tests has been achieved. More detailed operational planning will be necessary to reach these targets.

During the coming year Alexandria plans to establish computerized standardized test score data bases for each year in order to compute gain scores for each student and aggregate them by class, grade, school, and division. Skills areas where gains are less than expected will be given extra attention until gains reach the target level. The gains data include all subtests so that specific targets can be set for each skills area by grade within each school.

While each school and grade level may develop its own approach to improving minority achievement, a required course for students in test-taking skills would be beneficial. Only students in the TAG program should be exempted from this requirement. A required teacher course in reaching high-risk students in the classroom would also increase our chances of closing the gap.

SUMMARY

In this paper I have attempted to give a brief overview of how Alexandria is dealing with one of America's most critical problems--improving the achievement of minority students. If American education is unable to solve this problem, the demographics of a growing minority population will defeat us. I am hopeful with determination and persistence we can meet this challenge so that all our youngsters will be capable of benefiting from the new information-based society that is quickly evolving in our city and country. Schools are important for everyone but particularly for minorities. To the cynics who say the gap cannot be closed my response is that schools must first expect that all students can learn equally well before this goal can be attained. The fact that schools as they are now organized have not worked well for a large segment of their students--minorities and the poor--does not mean the goal of equal achievement in basic skills could not be reached in schools as they should be--equally effective for all students.

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

Office of Research, Planning, and Evaluation

Table #1

COMPARISON OF SRA 1986 SCORES FOR ALEXANDRIA, ARLINGTON, FAIRFAX, BY ETHNIC/RACIAL CATEGORY

	Race	READING			MATH			LANGUAGE ARTS			ABILITY		
		Alexandria	Arlington	Fairfax	Alexandria	Arlington	Fairfax	Alexandria	Arlington	Fairfax	Alexandria	Arlington	Fairfax
(Grade 4)	White	79	87	79	74	89	78	79	89	78	74	86	78
	Black	41	43	48	42	51	49	50	51	55	37	37	46
	Hispanic	44	50	54	52	66	62	57	59	60	40	47	55
	Asian	52	54	66	70	80	85	66	66	78	52	56	73
	Division	57	73	75	57	80	76	64	74	75	53	70	75
(Grade 6)	White	79	83	77	87	90	86	83	83	78	83	85	79
	Black	44	51	53	53	64	62	54	57	59	50	49	51
	Hispanic	48	53	61	67	77	76	64	63	71	61	52	65
	Asian	54	50	71	82	89	92	72	71	82	67	63	75
	Division	60	71	75	72	86	85	69	75	77	67	74	76
(Grade 8)	White	73	81	76	78	88	86	72	81	77	76	82	81
	Black	32	43	44	45	63	61	40	51	49	34	46	50
	Hispanic	44	50	60	62	76	80	48	59	66	48	57	68
	Asian	65	56	68	84	90	92	75	65	76	63	63	76
	Division	50	70	73	62	84	84	54	72	75	54	73	78
(Grade 11)	White	77	80	78	79	83	82	79	77	76	78	82	81
	Black	29	34	45	43	48	55	36	41	50	35	39	52
	Hispanic	37	33	56	61	55	67	44	38	60	55	41	62
	Asian	33	24	54	71	72	83	44	45	68	51	45	69
	Division	53	65	74	64	76	81	57	66	74	58	69	78

IMPROVING MINORITY ACHIEVEMENT

ACHIEVEMENT IN BASIC SKILLS

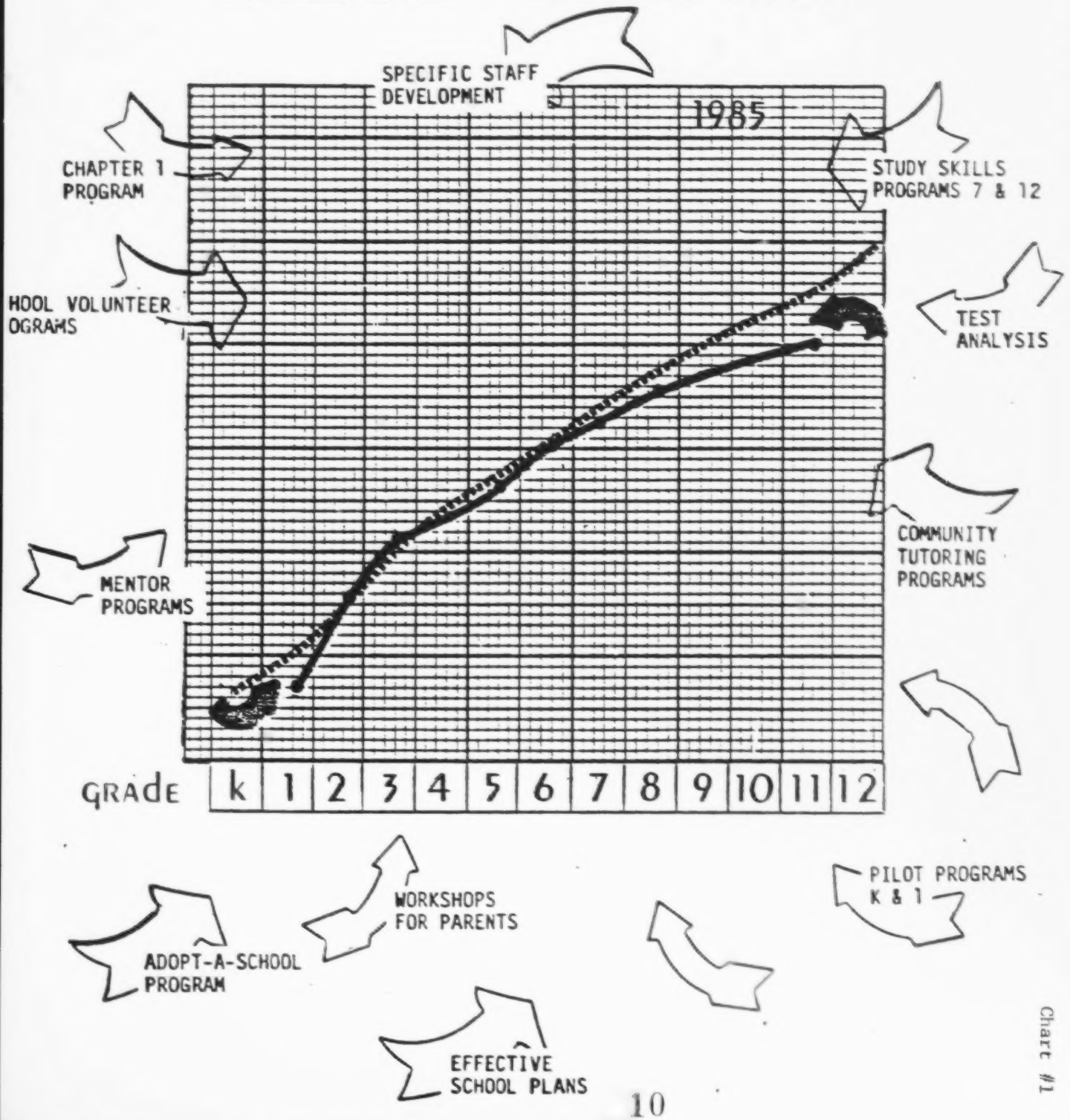


Chart #1

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

Table #2

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

MINORITY ACHIEVEMENT STRATEGIES, 1985-86

	JA	CB	PH	JH	CK	LC	GM	MAC	MT	MY	JP	WR	GW	HAM	TCW	TOTAL
Teacher training.....	-	1	1	-	1	-	1	1	-	1	-	1	1	1	1	10
Tutoring.....	-	1	1	1	1	1	1	1	-	1	-	1	1	1	1	12
ID of skills deficiencies..	-	1	1	-	1	1	1	1	1	1	-	1	-	-	-	9
Test-taking skills.....	1	1	1	-	1	-	1	1	1	1	1	-	-	-	1	10
Student recognition.....	1	1	-	-	1	-	-	-	1	-	-	-	-	-	-	4
Monitoring.....	-	1	1	-	-	-	-	-	-	-	-	-	-	1	-	3
Teacher expectations.....	1	-	-	1	1	-	-	-	-	-	-	1	-	-	1	5
Demonstration teachers.....	-	1	-	-	-	-	1	-	-	-	-	1	-	-	-	3
Review basic skills.....	-	1	-	-	1	-	1	-	1	-	-	1	-	-	-	5
Parent involvement.....	1	1	1	1	1	1	-	-	1	1	-	1	-	1	1	11
Lesson design.....	-	-	-	-	1	-	-	-	1	1	-	-	-	-	1	4
Time on task.....	-	1	1	-	1	1	-	-	-	-	-	1	-	-	-	5
Grade level strategies.....	-	-	-	-	-	-	1	-	1	-	1	-	1	-	1	5
Reading resources.....	-	-	-	-	-	1	-	-	1	-	-	1	1	-	-	4
CAI in basic skills.....	-	-	-	-	-	-	-	-	-	-	-	-	1	1	-	2
Home visits.....	-	-	-	1	-	-	-	-	-	-	-	-	-	1	-	2
Positive self-image.....	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1
Peer tutoring.....	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1	2
Peer counseling.....	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	1
Grade 7 team.....	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	1
Minority math/science.....	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	1
Total.....	4	10	7	5	10	5	7	4	8	7	3	9	6	7	8	100

Alexandria SRA Composite Scores for Blacks & Whites 1985 &1986

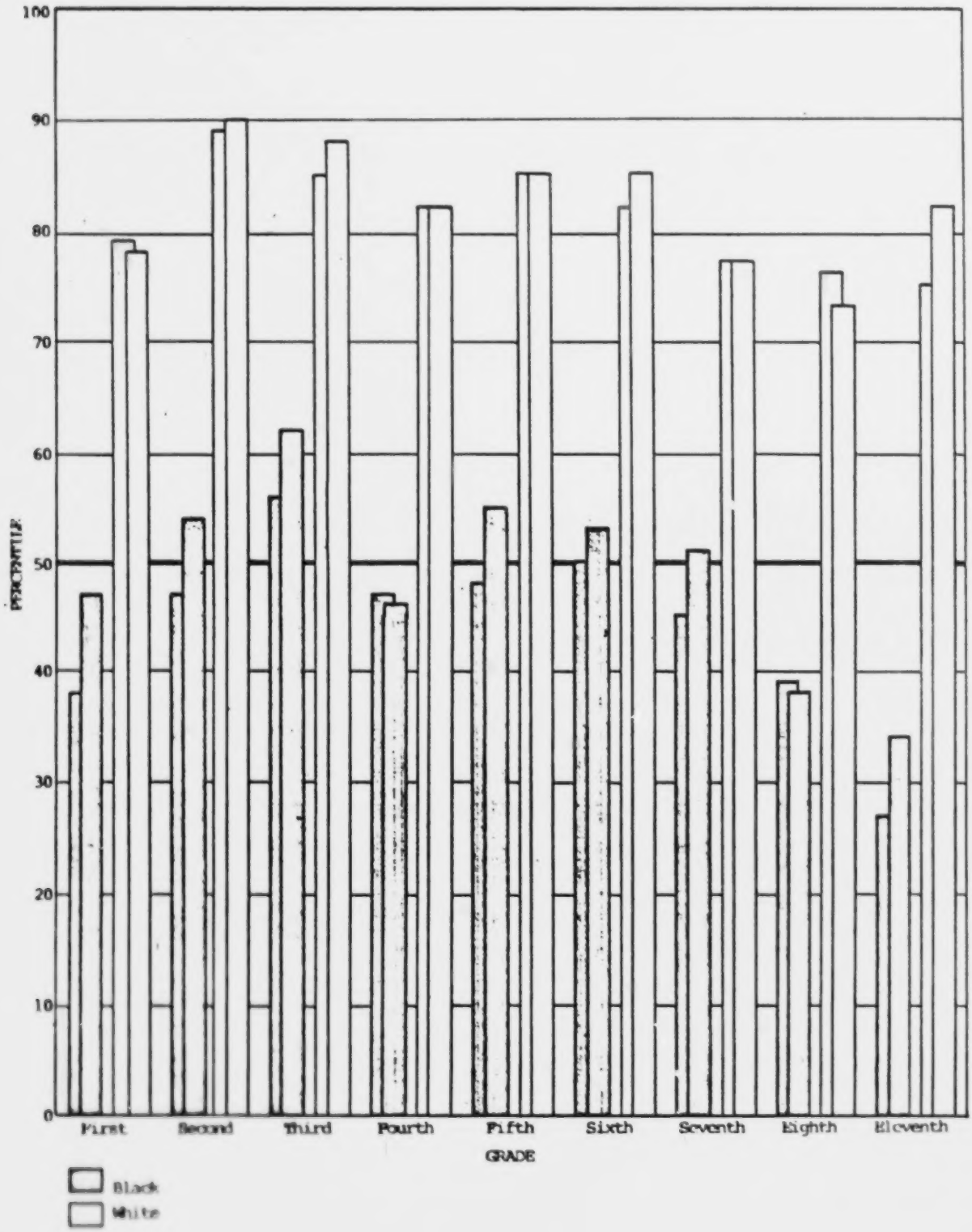
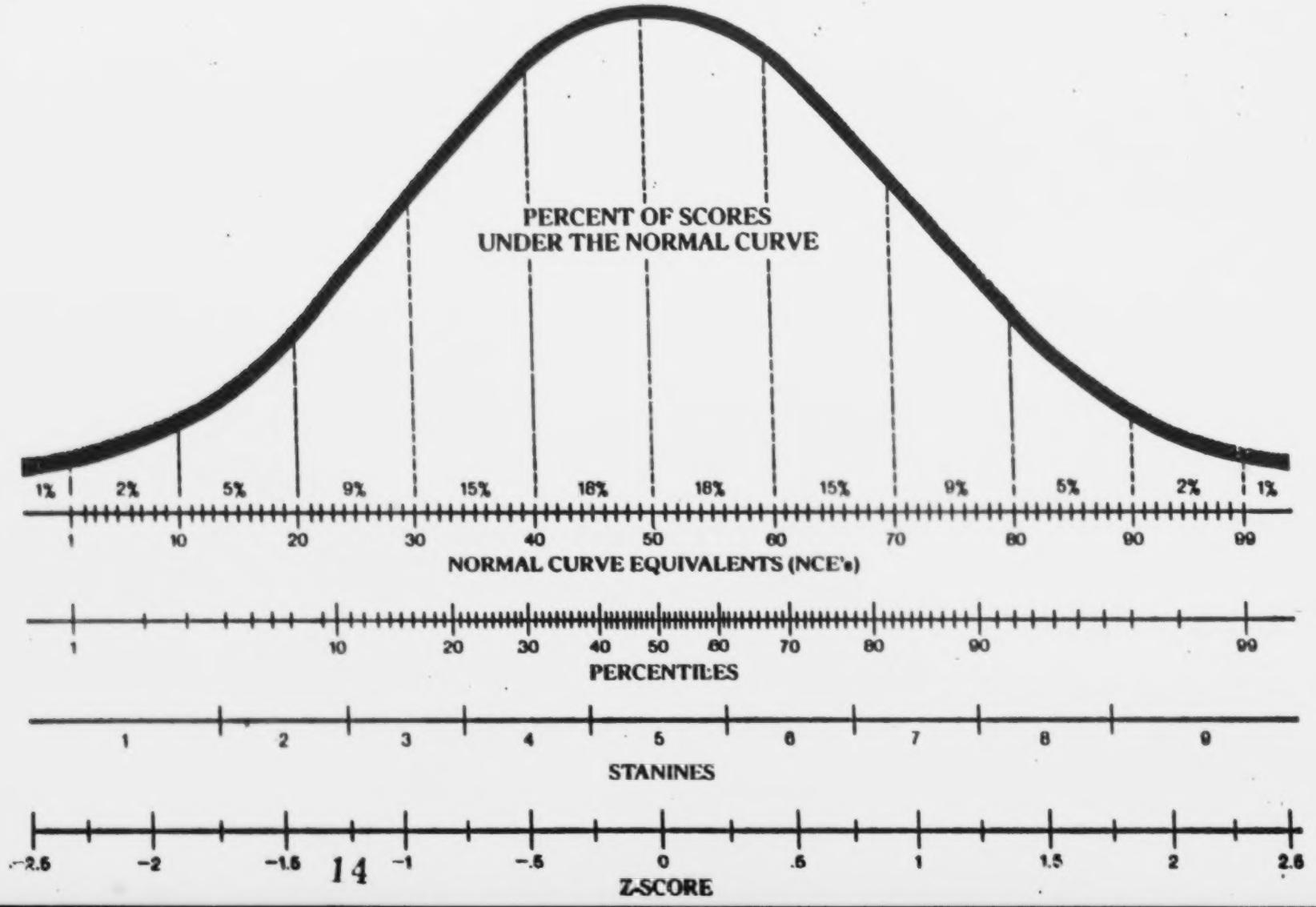


Chart #2

Normal Curve Equivalents

The chart below shows how Normal Curve Equivalents (NCE's) relate to various types of achievement scales.



ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

1985-86 SRA TEST RESULTS FOR COMPOSITE (RM&L) SCORE GAINS/LOSSES IN NCE BY RACIAL/ETHNIC GROUPS

Racial/Ethnic Group	Grade 1-2	Grade 2-3	Grade 3-4	Grade 4-5	Grade 5-6	Grade 6-7	Grade 7-8	Average Loss/Gain 1-8
White	7	1	12	17	-	-3	-3	2.4
Black	10	7	-4	7	4	1	-3	3.1
Hispanic	3	2	-5	17	-	7	-6	2.6
Asian	8	-6	-3	15	-2	-	-11	-
Chapter I	-7	4	-10	5	-	-2	-5	-2
Division	10	4	-4	15	2	-	-3	3.4

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

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MINORITY ACHIEVEMENT METHODS SCORE/GAINS/LOSSES/ FOR 1985-86, SRA COMPOSITE FOR BLACKS

ELEMENTARY SCHOOL	METHODS	GRADE 1-2	GRADE 2-3	GRADE 3-4	GRADE 4-5	GRADE 5-6
John Adams	4	4	-3	7	3	1
Charles Barrett	10	18	7	-5	10	5
Patrick Henry	7	14	0	-2	5	-1
Jefferson-Houston	5	5	5	-6	-	-
Cora Kelly	10	16	18	-7	4	8
Lyles-Crouch	5	-	-	-	9	8
Douglas MacArthur	4	6	5	-9	1	1
George Mason	7	7	5	15	-17	-1
Maury	7	3	8	-7	-	-
Mt. Vernon	8	9	1	-6	5	2
James K. Polk	3	16	1	-3	13	9
William Ramsay	9	-	-	-	7	3
Division, Black	6.5	10	7	-4	4	4

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1985/86 SRA GAINS/LOSSES FOR GRADES ONE (1985)/TWO (1986), BLACK STUDENTS BY SCHOOL*

	Rdg Letr	Rdg List	Rdg Vocab	Rdg Comp	Rdg Total	Math Conc	Math Compu	Math Total	RM&L Comp	EAS** Total
John Adams	-5	5	13	8	4	-7	-2	-7	4	1
Charles Barrett	-	21	17	8	10	17	19	16	18	25
Patrick Henry	7	7	15	12	8	5	17	8	14	4
Jefferson-Houston	1	4	8	14	6	-6	-4	-8	5	3
Cora Kelly	1	11	3	16	6	15	12	12	16	2
Douglas MacArthur	-2	9	4	11	5	10	-8	-2	6	3
George Mason	10	11	9	15	11	-3	-8	-8	7	25
Maury	-3	1	4	1	-	-4	-2	-6	3	-13
Mt. Vernon	4	9	6	12	6	-	-1	-3	9	-10
Polk	7	18	12	14	13	13	-2	4	16	23
Division	1	6	10	11	6	4	4	2	10	6
Division Black	2	9	8	12	6	4	2	1	10	3

*Calculated in NCE
**Calculated in National Percentiles

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

1985-86 SRA GAINS/LOSSES FOR GRADES TWO (1985) THREE (1986), BLACK STUDENTS BY SCHOOLS*

	Rdg Vocab	Rdg Comp	Rdg Total	Math Conc	Math Compu	Math Total	Lang Mech	Lang Usage	Lang Spel	Lang Total	RM&L Comp	EAS ** Total
John Adams	-9	-1	-1	1	-5	-3	6	5	3	4	-3	-28
Charles Barrett	4	10	7	-	3	2	9	8	14	12	7	-2
Patrick Henry	6	2	5	6	-5	1	-2	6	1	1	-	11
Jefferson-Houston	3	7	6	11	11	11	4	1	11	6	5	-
Cora Kelly	18	11	16	24	20	24	14	11	18	17	18	14
Douglas MacArthur	-1	3	-	10	27	18	-9	-3	11	1	5	8
George Mason	6	2	4	4	9	7	-	4	10	6	5	7
Maury	13	10	10	5	15	9	3	4	10	7	8	5
Mt. Vernon	2	2	2	-2	3	-	4	1	5	3	1	-
Polk	7	1	5	-6	11	3	-2	-2	8	1	1	7
Division	4	5	5	5	10	7	1	3	8	6	4	5
Division Black	7	6	7	7	12	10	4	4	10	6	7	5

*Calculated in NCE
**Calculated in National Percentiles

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

1985-86 SRA GAINS/LOSSES FOR GRADES THREE (1985)/FOUR (1986), BLACK STUDENTS BY SCHOOLS*

	Rdg Vocab	Rdg Comp	Rdg Total	Math Conc	Math Compu	Math Total	Lang Mech	Lang Usage	Lang Spel	Lang Total	RM&L Comp	EAS** Total
John Adams	6	12	13	10	6	5	1	6	6	4	7	6
Charles Barrett	-8	-4	-5	9	7	3	-6	-7	-2	-10	-5	-4
Patrick Henry	-4	-6	-1	1	-2	-	-11	-	-4	-6	-2	-14
Jefferson-Houston	-2	-4	-	-2	-16	-11	-11	-2	-11	-9	-6	-8
Cora Kelly	-14	-11	-9	-1	1	-3	-12	-12	-8	-13	-7	-5
Douglas MacArthur	-1	-13	-4	-6	-13	-9	-6	-7	-13	-9	-9	-10
George Mason	21	5	19	24	3	10	12	9	23	15	15	21
Maury	-9	-4	-3	-3	-10	-11	-5	-5	-7	-9	-7	-2
Mt. Vernon	-8	-6	-3	-3	-7	-5	-10	-4	-8	-9	-6	-10
Polk	-5	-8	-2	6	-5	-1	-3	-	-2	-3	-3	-5
Division	-4	-5	-1	-	-6	-4	-7	-4	-6	-7	-4	-6
Division Black	-5	-6	-1	1	-6	-5	-8	-3	-7	-8	-4	-7

*Calculated in NCE
**Calculated in National Percentiles

Table #8

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

1985-86 SRA GAINS/LOSSES FOR GRADES FOUR (1985)/FIVE (1986), BLACK STUDENTS BY SCHOOLS*

	Rdg Vocab	Rdg Comp	Rdg Total	Math Conc	Math Compu	Math Prob	Math Total	Lang Mech	Lang Usage	Lang Spel	Lang Total	RM&L Comp	Ref Matl	Soc Study	Science	EAS** Total
John Adams	13	3	5	3	-8	1	-2	13	4	-1	8	3	10	5	4	2
Charles Barrett	14	8	9	9	7	11	11	8	7	11	8	10	3	6	17	3
Patrick Henry	13	5	6	7	1	-1	3	10	7	6	8	5	12	4	5	14
Cora Kelly	9	5	5	4	10	-1	6	5	2	-2	2	4	7	5	3	9
Lyles-Crouch	6	16	10	10	7	4	8	12	7	5	7	9	10	6	6	16
D. MacArthur	10	4	6	-	-7	1	-2	2	5	-4	1	1	-5	-	1	2
George Mason	-16	-17	-19	-12	-14	-20	-18	-8	-13	-4	-10	-17	-10	-21	-12	-21
Mt. Vernon	7	6	5	1	2	4	3	3	5	6	5	5	6	6	8	10
Polk	5	10	5	17	19	12	17	16	9	12	14	13	7	11	2	14
W. Ramsay	8	7	5	7	9	3	7	11	6	2	7	7	6	8	9	16
Division	5	6	4	6	4	2	5	7	4	3	6	6	4	6	6	11
Division Black	6	5	4	5	4	1	4	7	4	3	5	4	5	4	4	9

*Calculated in NCE
**Calculated in National Percentiles

Table #9

ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

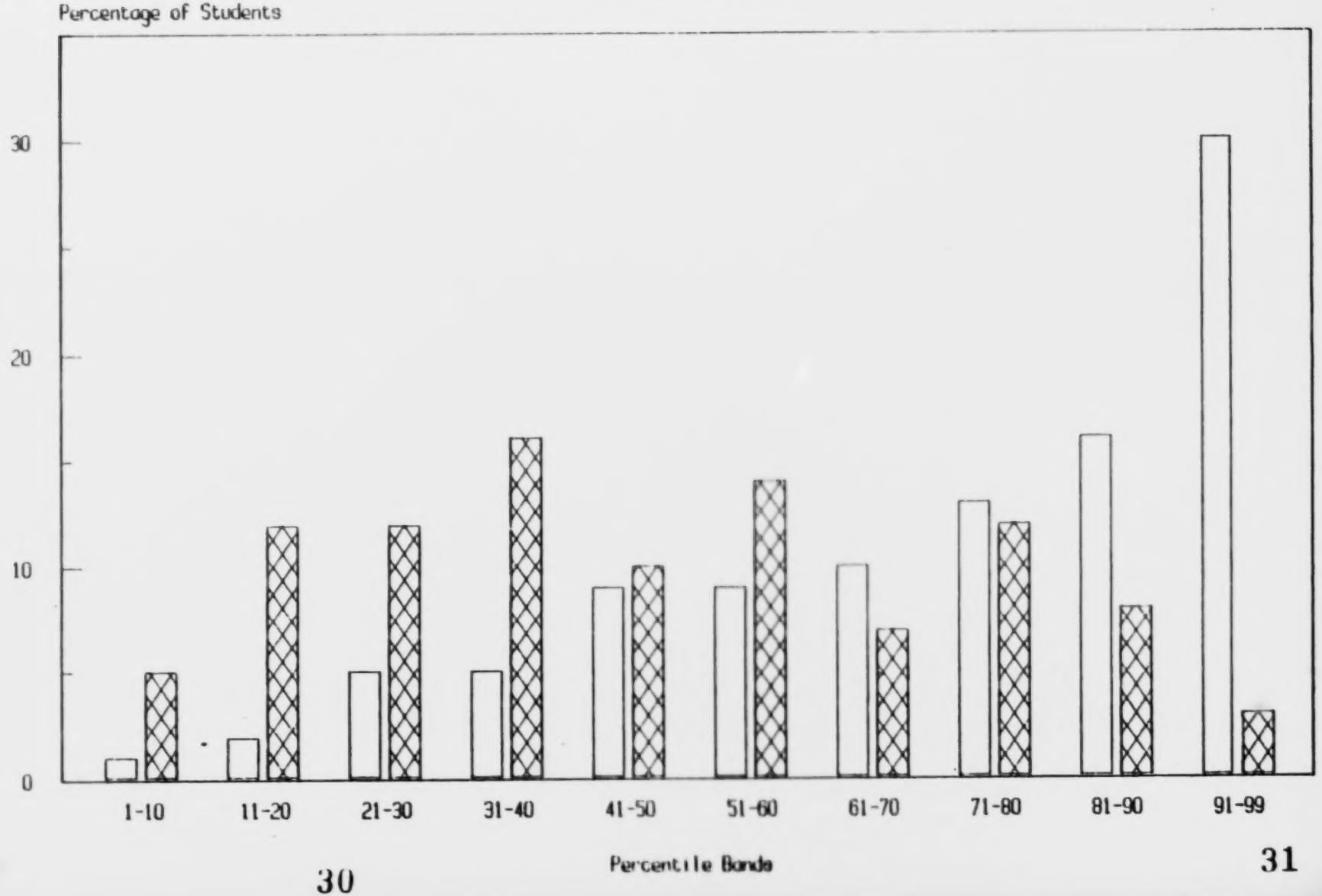
1985-86 SRA GAINS/LOSSES FOR GRADES FIVE (1985)/SIX (1986), BLACK STUDENTS BY SCHOOLS*

	Rdg Vocab	Rdg Comp	Rdg Total	Math Conc	Math Compu	Math Prob	Math Total	Lang Mech	Lang Usage	Lang Spel	Lang Total	RM&L Comp	Ref Matl	Soc Study	Science	EAS** Total
John Adams	-10	-1	-3	-4	10	9	7	-3	-1	-8	-5	1	2	-1	2	18
Charlee Barrett	-	3	2	8	10	4	10	8	7	2	6	5	4	2	-3	8
Patrick Henry	8	-	4	2	-4	-1	-1	-6	-	1	-3	-1	-2	2	1	-8
Cora Kelly	4	2	3	6	14	8	11	9	4	4	6	8	1	3	4	20
Lyles-Crouch	13	9	9	6	7	8	9	5	3	-	2	8	7	5	4	19
Douglas MacArthur	-3	-	-2	-	3	5	3	2	-1	1	1	1	-3	3	7	4
George Mason	-1	2	-	-7	1	1	-1	-6	-	-1	-3	-1	-4	-2	-2	-9
Mt. Vernon	-	-5	-3	-4	4	4	2	4	2	-	2	2	-	-	1	1
Polk	12	7	11	4	6	8	7	6	7	4	7	9	4	5	5	19
W. Ramsay	1	3	2	4	1	4	4	3	-3	-	1	3	-2	8	-	9
Division	-	2	2	-	3	3	3	3	1	1	2	2	2	1	1	3
Division Black	2	2	2	1	4	4	4	2	1	1	2	4	-1	3	2	6

*Calculated in NCE
**Calculated in National Percentiles

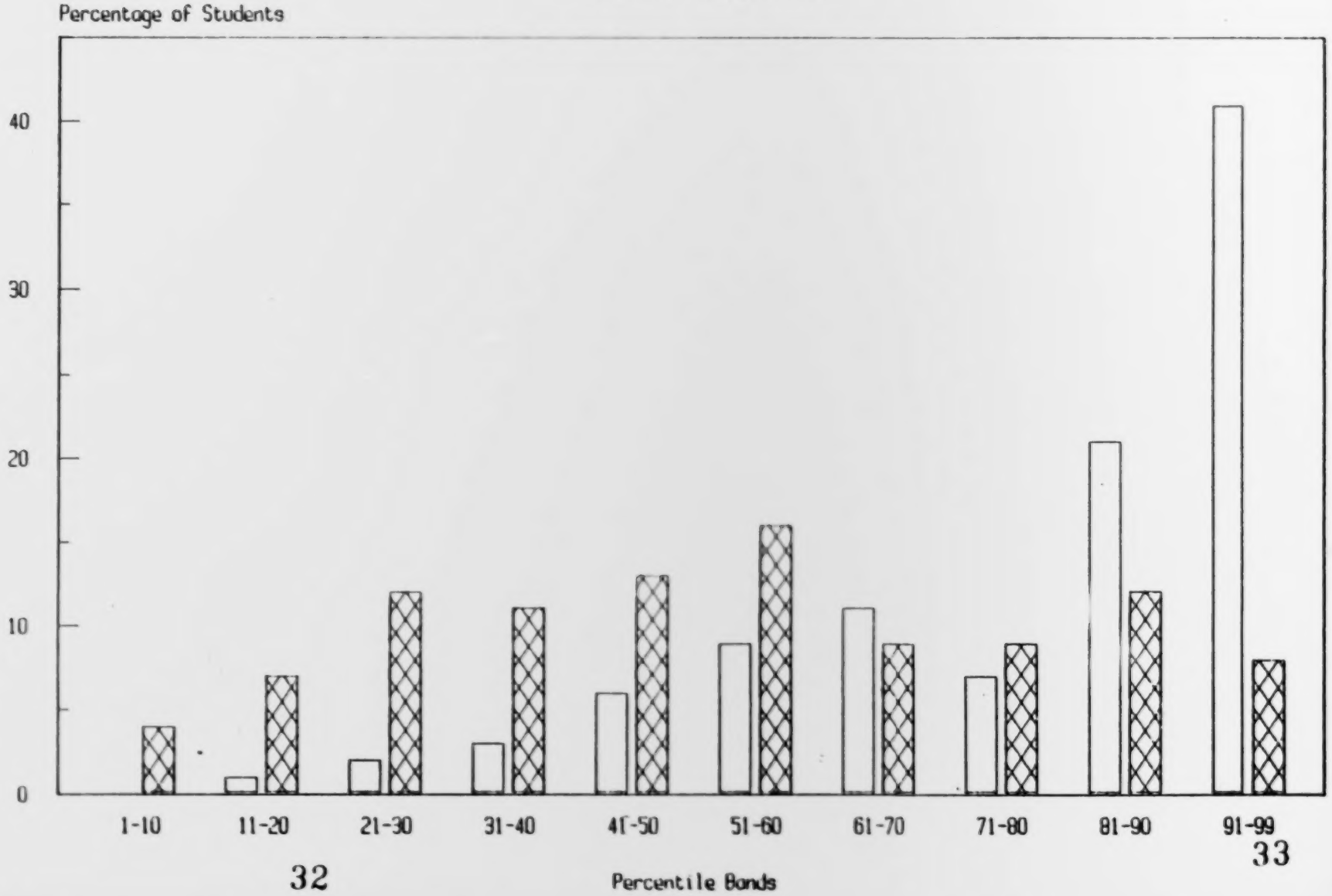
1986 SRA Composite, Distribution Summary

Grade One: White, Black



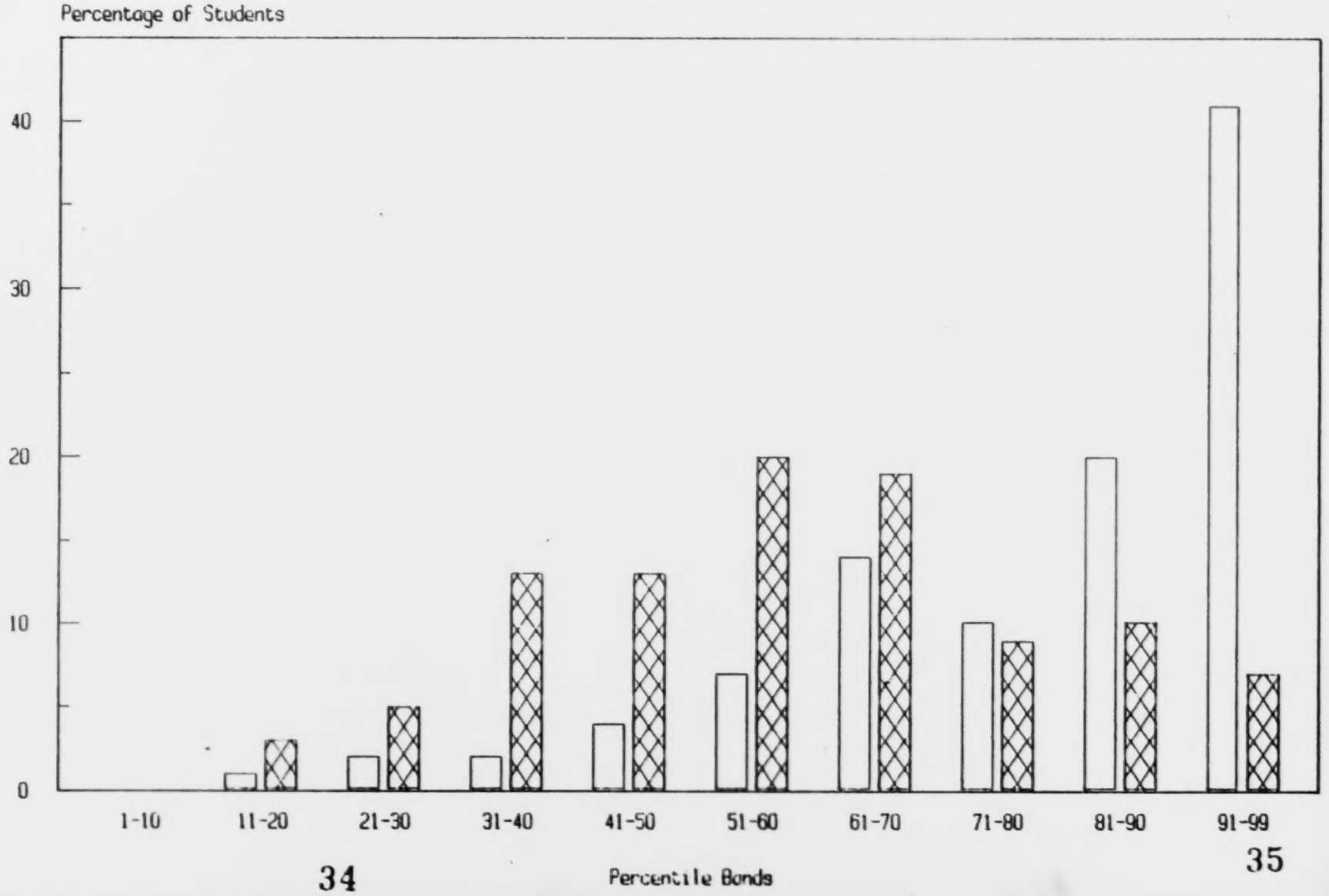
1986 SRA Composite, Distribution Summary

Grade Two: White, Black



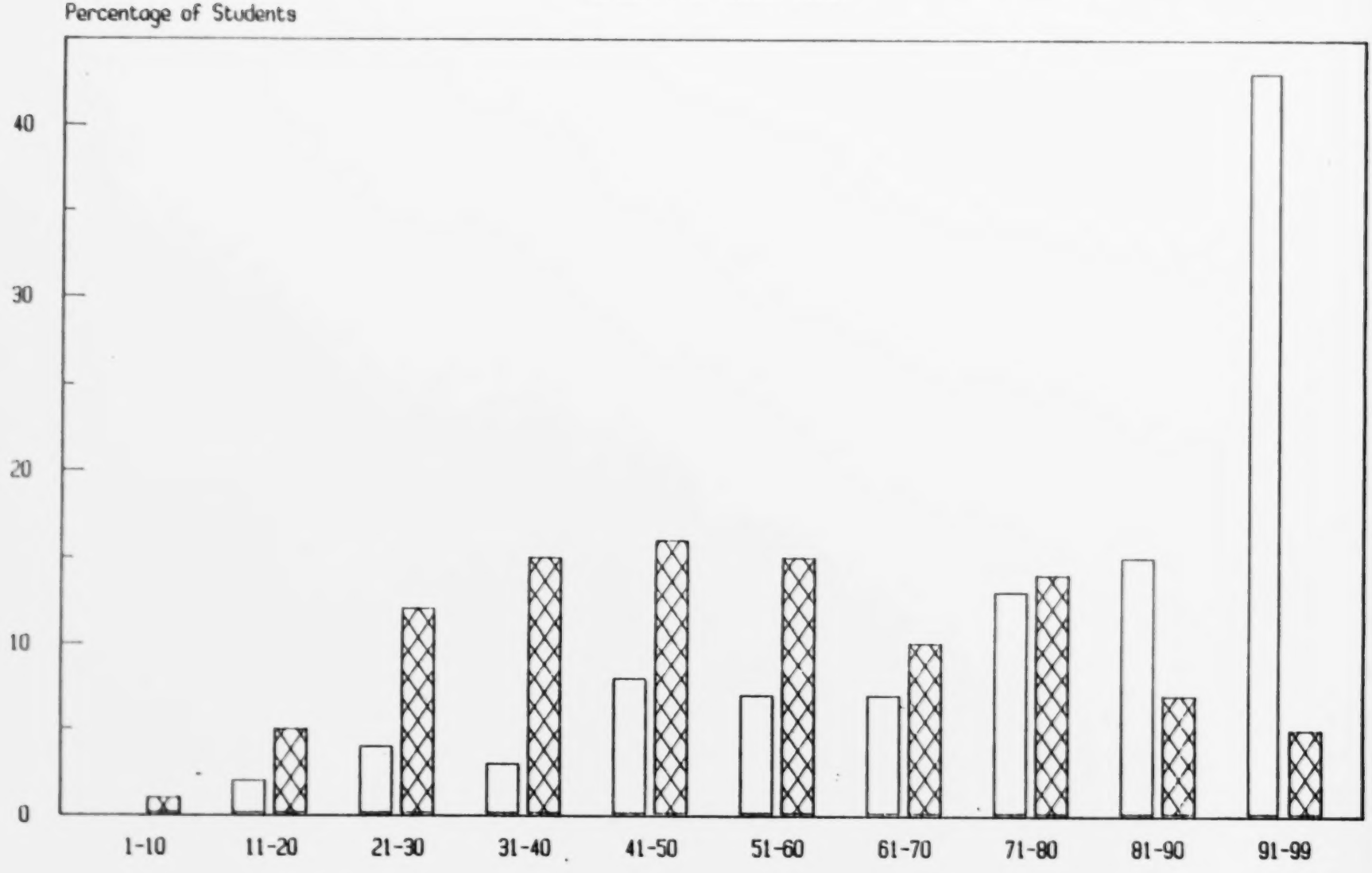
1986 SRA Composite, Distribution Summary

Grade Three: White, Black



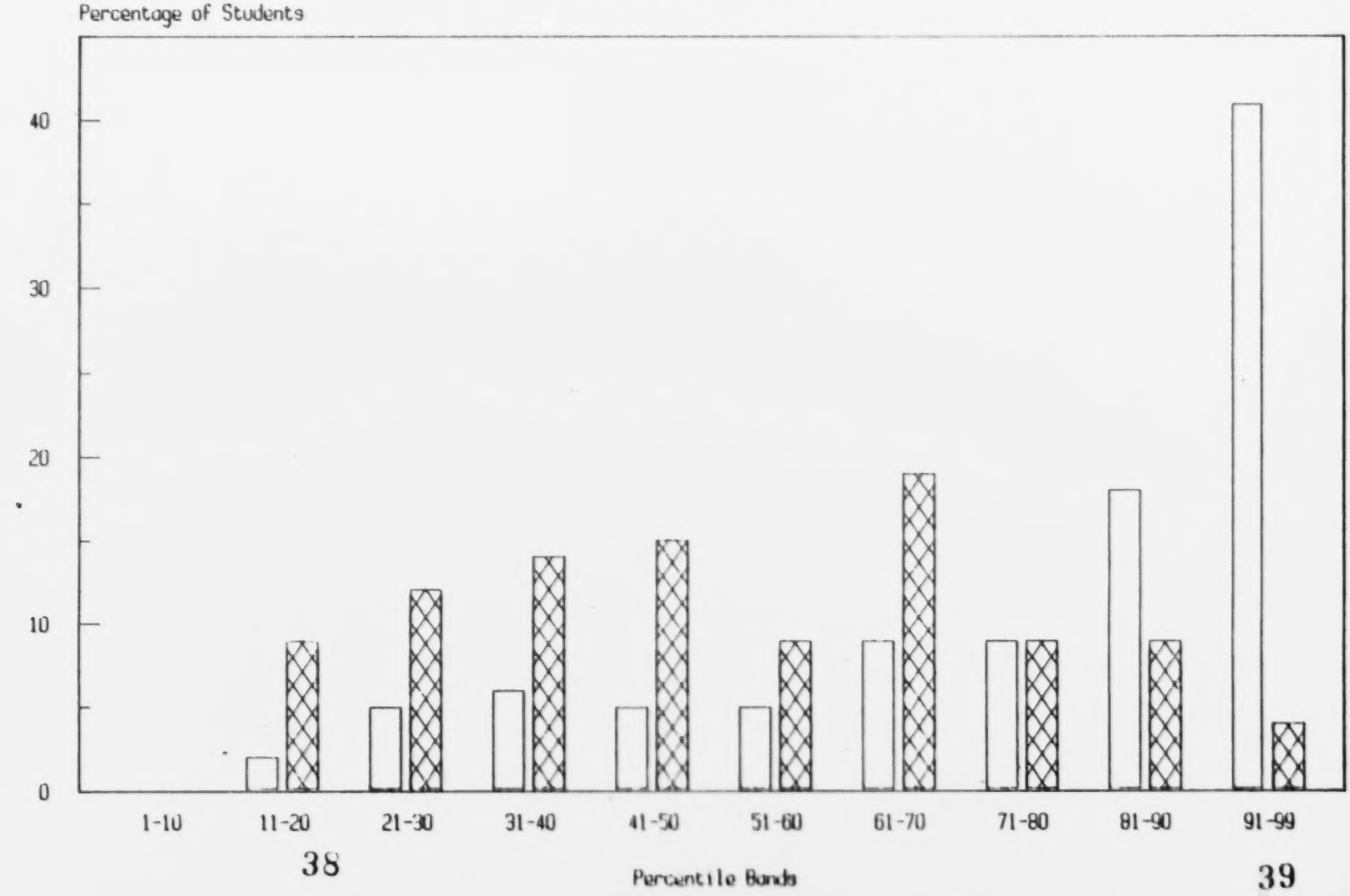
1986 SRA Composite, Distribution Summary

Grade Five: White, Black



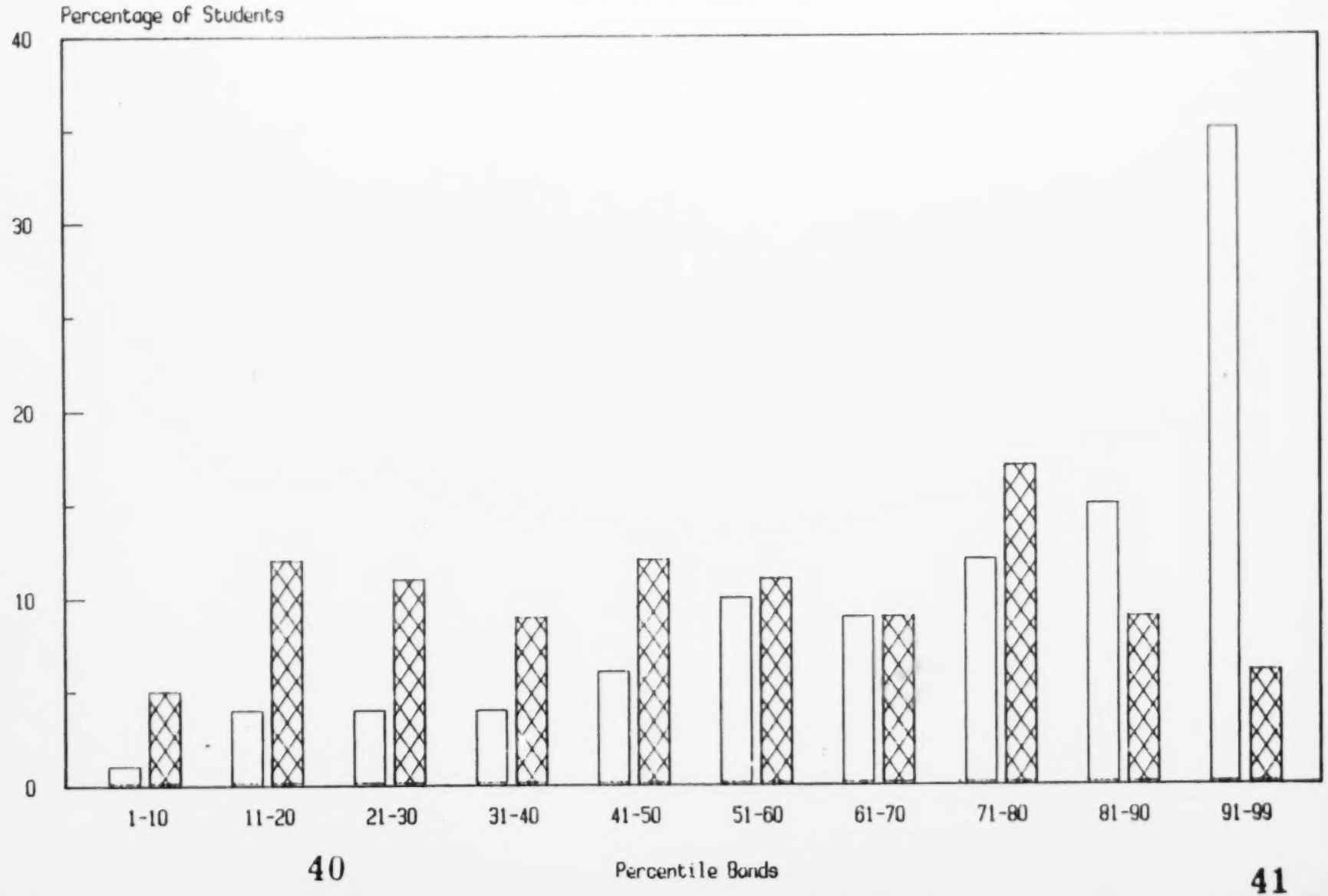
1986 SRA Composite, Distribution Summary

Grade Six: White, Black



1986 SRA Composite, Distribution Summary

Grade Seven: White, Black



ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

SRA COMPOSITE

PERCENTAGE OF STUDENTS 50 PERCENTILE OR ABOVE

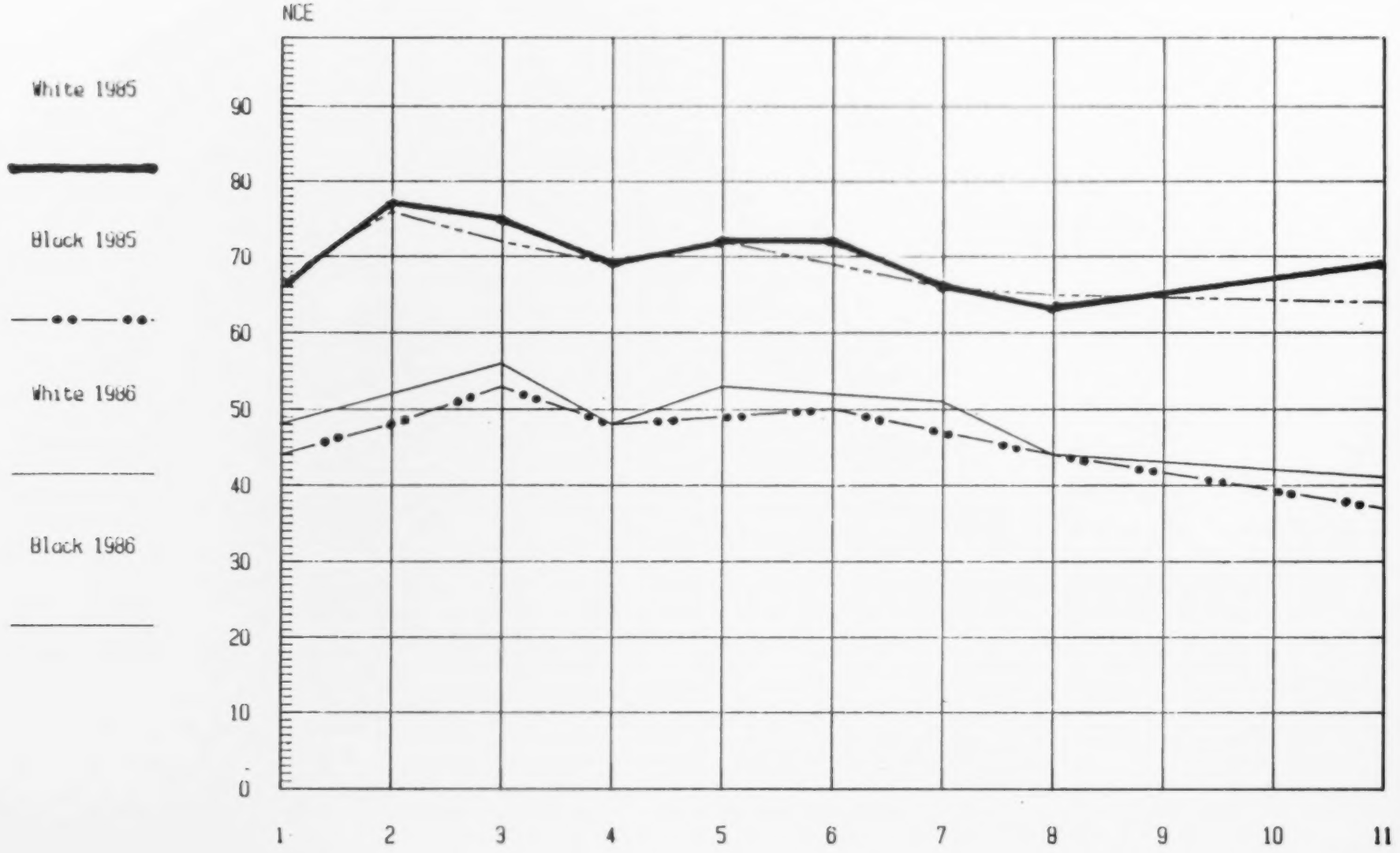
GRADE	ETHNIC GROUPS	%
1	White	82.6
	Black	49.4
2	White	91.8
	Black	60.0
3	White	94.2
	Black	71.5
5	White	89.3
	Black	59.1
6	White	86.3
	Black	56.1
7	White	83.9
	Black	58.5

JPA:ec
December 1, 1986

Table #10

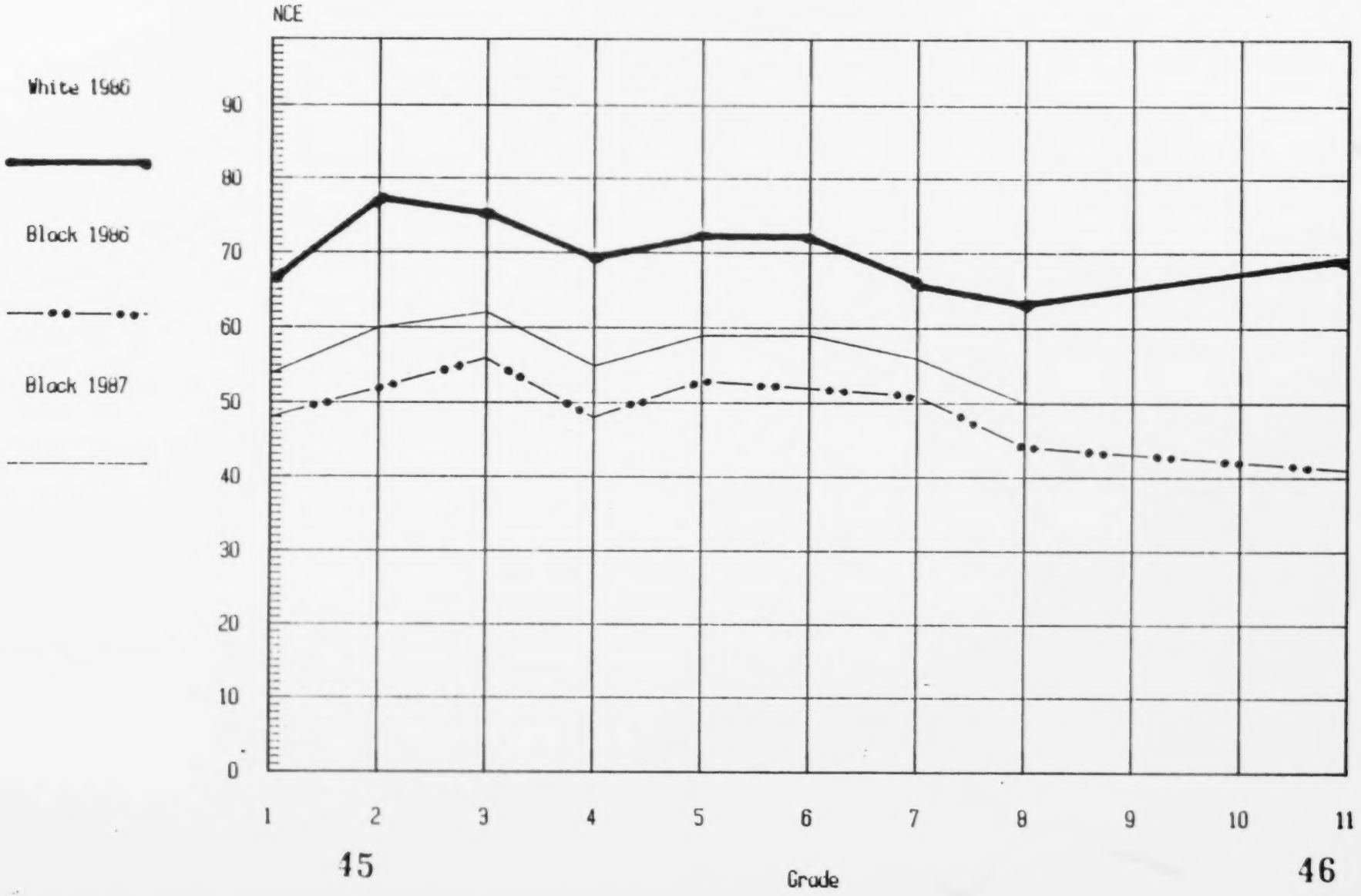
Comparison Black/White Composite SRA

Grades 1-8, 11, 1985, 1986



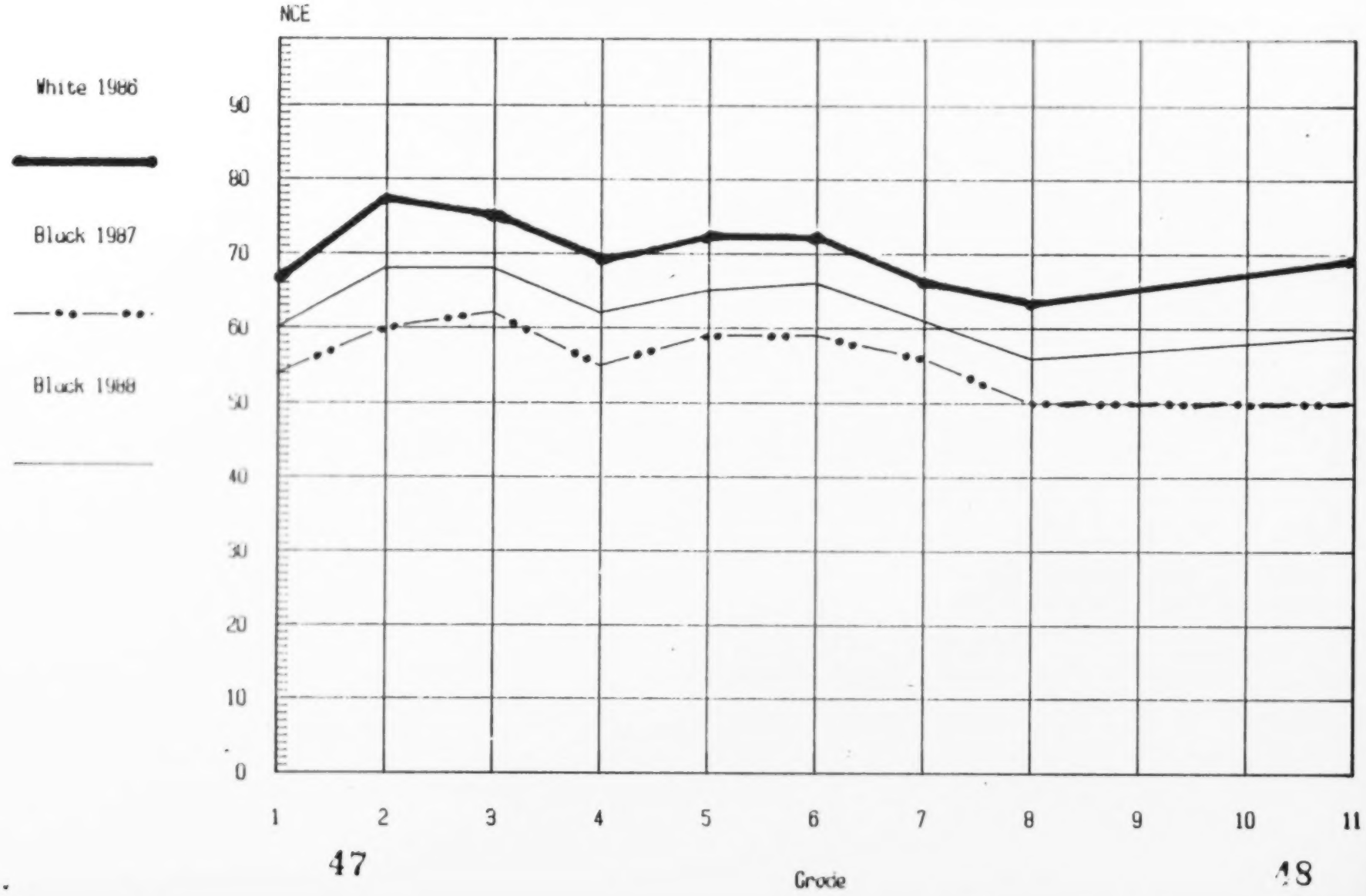
Comparison Black/White Composite SRA

Grades 1-8, 11, 1986, 1987



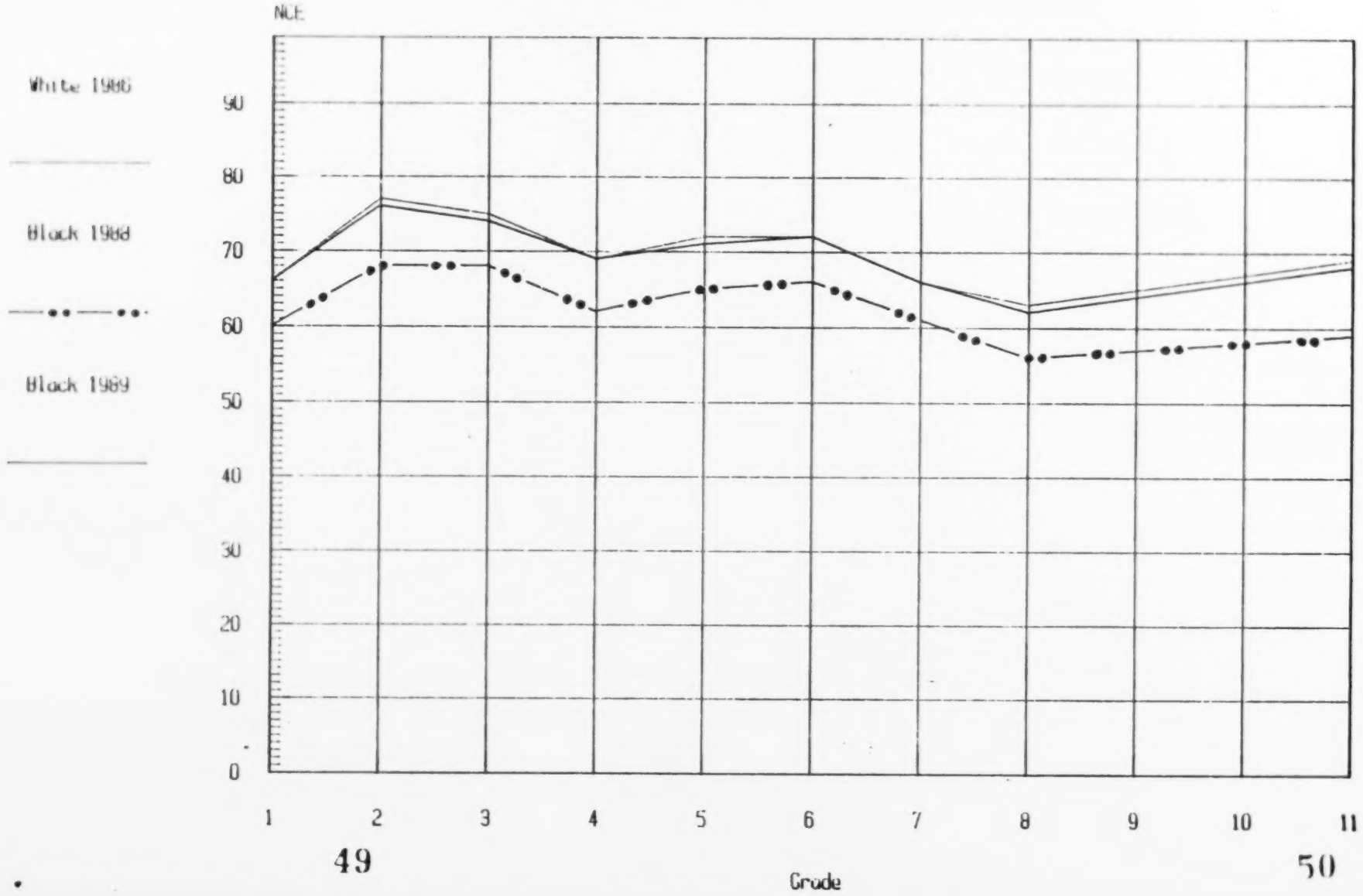
Comparison Black/White Composite SRA

Grades 1-8, 11, 1987, 1988



Comparison Black/White Composite SRA

Grades 1-8, 11, 1988, 1989



ALEXANDRIA CITY PUBLIC SCHOOLS
Alexandria, Virginia

OFFICE OF RESEARCH, PLANNING, AND EVALUATION

White/Black Achievement Gap, SRA Composite (RM&L) Score in National NCE/%iles

		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 11	
		NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile	NCE	%ile
(ACTUAL) 1985	White	67	79	76	89	72	85	69	82	72	85	69	82	66	77	65	76	64	75
	Black	44	38	48	47	53	56	48	47	49	48	50	50	47	45	44	39	37	27
	Gap	23	41	28	42	19	29	21	35	23	37	19	32	19	32	21	37	27	48
1986	White	66	78	77	90	75	88	69	82	72	85	72	85	66	77	63	73	69	82
	Black	48	47	52	54	56	62	48	46	53	55	52	53	51	51	44	38	41	34
	Gap	18	31	25	36	19	26	21	36	19	30	20	32	15	26	19	35	28	48
	1987 Target Gains	6	10	8	12	6	9	7	12	6	10	7	11	5	9	6	12	9	16
1987	White	66	78	77	90	75	88	69	82	72	85	72	85	66	77	63	73	69	82
	Black	54	58	60	68	62	72	55	59	59	67	59	67	56	62	50	50	50	50
	Gap	12	20	17	22	13	16	14	23	13	18	13	18	10	15	13	23	19	32
	1988 Target Gains	6		8		6		7		6		7		5		6		9	
(PROPOSED) 1988	White	66	78	77	90	75	88	69	82	72	85	72	85	66	77	63	73	69	82
	Black	60	68	68	81	68	80	62	72	65	76	66	78	61	70	56	61	59	67
	Gap	6	10	9	9	7	8	7	10	7	9	6	7	5	7	7	12	10	15
	1989 Target Gains	6		8		6		7		6		7		5		6		9	
1989	White	66	78	77	90	75	88	69	82	72	85	72	85	66	77	63	73	69	82
	Black	66	78	76	89	74	87	69	82	71	84	72	85	66	77	62	72	68	80
	Gap	0	0	1	1	1	1	0	0	1	1	0	0	0	0	1	1	1	2